

Lesson 14 – Social Animals

Lesson 14. Social Animals

Learning Objectives

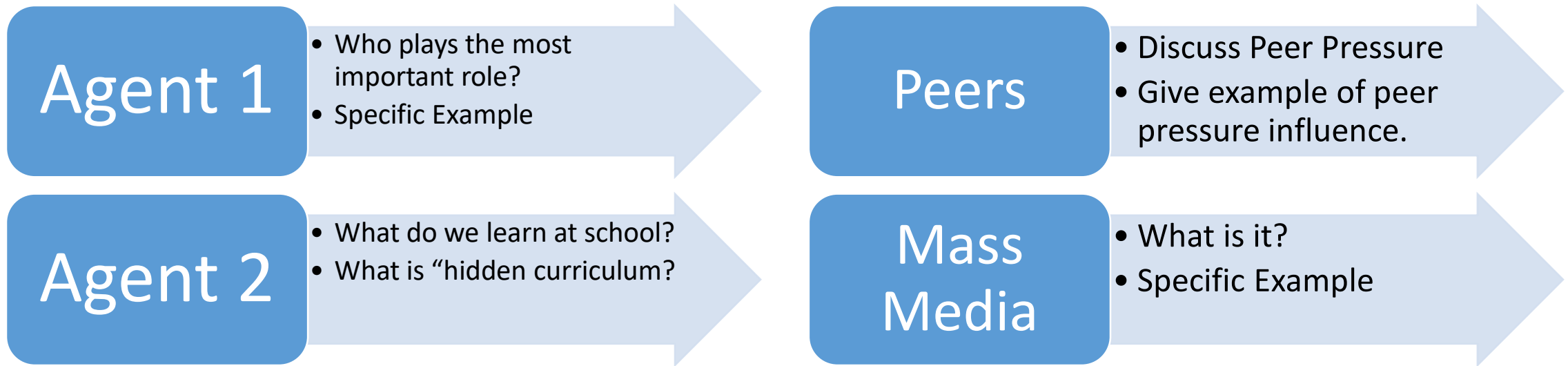
After this lesson, students will be able to:

- Recognize the agents of socializing.
- Differentiate socialization and socializing.
- Justify a stand on a sociology-related issues.
- Define vocabulary from an audio using context clues.
- Interpret and explain the contents of infographics.
- Define the concept of social identity, and explain how it applies to social groups.
- Discuss the dos and don'ts of socializing.
- Identify and correct errors found in sentences.

Lesson 14. Social Animals

1. Explain socialization in your own words.
2. When are people expected to socialize?
3. Now watch the video and complete the organizer below.

<https://www.youtube.com/watch?v=PF7m1fFr2eQ>



Lesson 14. Social Animals

In a nutshell

Socialization is the lifelong process through which people learn the values and norms of a given society. *Socialization* is not the same as *socializing*. Socializing is to mix socially with others (i.e., family, friends, neighbors, coworkers), whereas socialization is a process that may include *socializing* as one element, but is a more complex, multi-faceted and formative set of interactive experiences.

Aristotle the legendary Greek philosopher said, “Man is by nature a social animal; an individual who is unsocial naturally and not accidentally is either beneath our notice or more than human. Society is something that precedes the individual.”

Do you think it is possible for a day to pass without socializing with anyone?

Sources:

<https://courses.lumenlearning.com/wmopen-introsociology/chapter/socialization/>

<https://www.thehindu.com/features/education/research/man-as-a-social-animal/article2988145.ece>

Lesson 14. Social Animals

Debate: Are we products of nature or nurture?

- What is nature?
- What is nurture?
- How does each affect an individual's lifestyle, aspirations and behavior?
- What are the things that humans are said to be born with?
- Who are the greatest influencers in one's life?
- Can nurture change a person's nature?
- Can nature overcome what a person is being nurtured to be?

Sources:

<https://www.parlia.com/c/nature-vs-nurture-important>

<https://www.verywellmind.com/what-is-nature-versus-nurture-2795392>

https://www.medicinenet.com/nature_vs_nurture_theory_genes_or_environment/article.htm

[https://courses.lumenlearning.com/atd-bmcc-sociology/chapter/why-socialization-matters/#:~:text=Socialization%20is%20important%20because%20it,in%20which%20we%20are%20raised\).](https://courses.lumenlearning.com/atd-bmcc-sociology/chapter/why-socialization-matters/#:~:text=Socialization%20is%20important%20because%20it,in%20which%20we%20are%20raised).)

Lesson 14. Social Animals

Keen Listening

Take notice of the following vocabulary in the audio. Talk about your comprehension of each if you are familiar with them. While listening, jot down notes on how the each vocabulary is defined, used and connected to topic presented.

logorrhea
dementia

policy-making
process

expunge

velociraptors

Theology

conscious and
unconscious mind

wisdom

apocryphal

French
enlightenment

mindsight

equipoise

metis

limerence

Identify what part of speech each
vocabulary is.

Lesson 14. Social Animals



Listening (14.2) *The Social Animal*

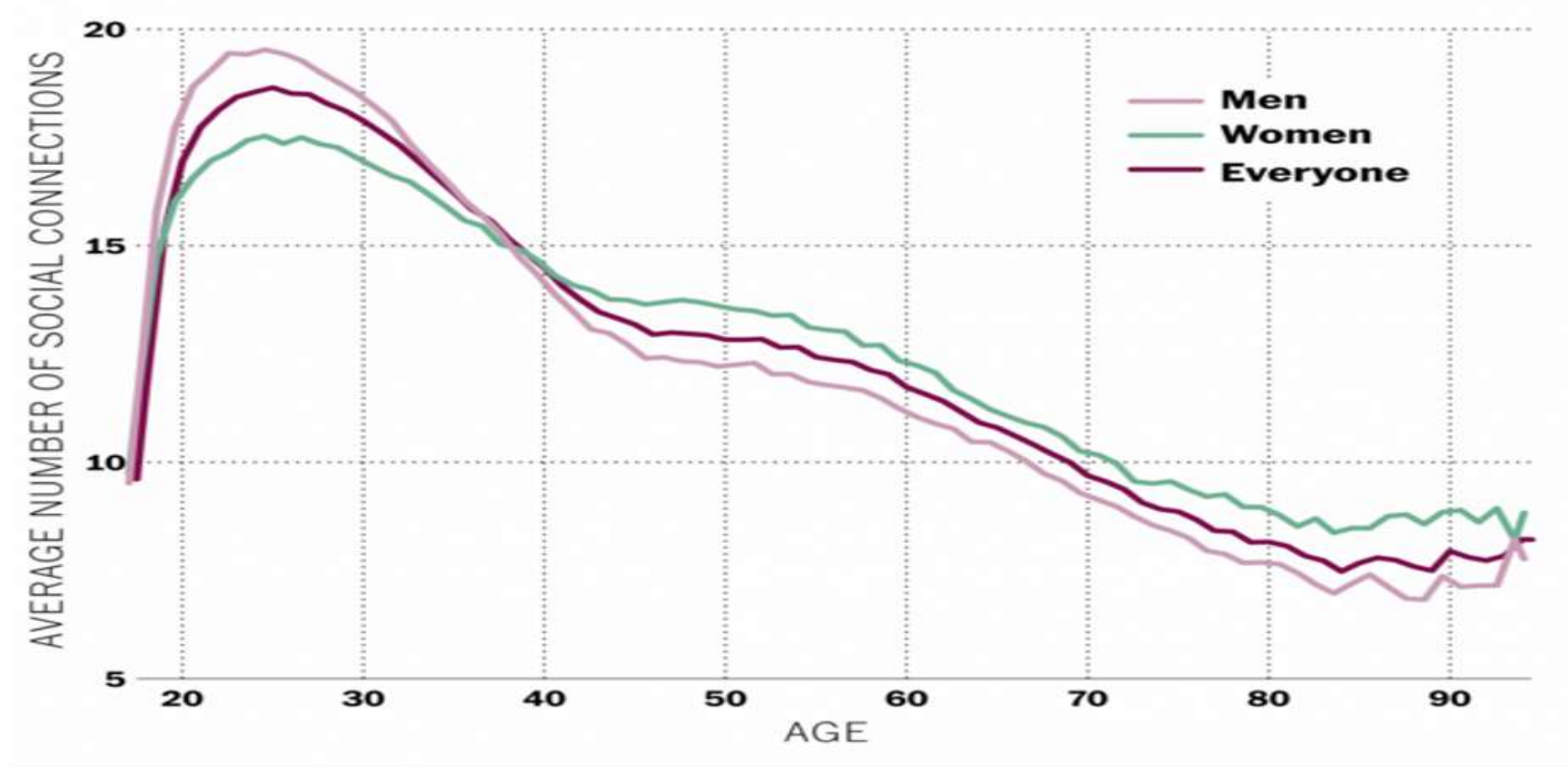
https://www.ted.com/talks/david_brooks_the_social_animal?language=en

1. What is the speaker's opinion of politicians?
2. What convinced the speaker that Mitt Romney has the social skills?
3. When do the social skills of most politician vanish, and what does it turn into?
4. Compare how humans are said to act when it comes to materials things with they humans behavior towards emotions. Expound.
5. Discuss the three insights of what's-so-called "new humanism".
6. "The Greeks say we suffer our way to wisdom." Explain.

Lesson 14. Social Animals

Peak popularity hits at 25

Average number of social connections, by age



WAPO.ST/WONKBLOG

Source: Bhattacharya et. al.

Source: <https://www.independent.co.uk/life-style/age-when-people-are-most-popular-according-science-a6976331.html>

Lesson 14. Social Animals

Preview Questions:

1. Which social groups do you belong to?
2. How do you identify the groups that you belong to?

Reading:

Although it might seem that we could easily recognize a social group when we come across one, it is actually not that easy to define what makes a group of people a social group. Of course, a group of individuals who are currently in the same place may nevertheless easily turn into a social group if something happens that brings them “together.”

What is entitativity?

Determinants:

1. **Similarity.** A group can only be a group to the extent that its members have something in common; at minimum, they are similar because they all belong to the group. If a collection of people are interested in the same things, share the same opinions and beliefs, or work together on the same task, then it seems they should be considered—by both themselves and others—to be a group.
2. **Communication, Interdependence, and Group Structure.** Although similarity is important, it is not the only factor that creates a group. Groups have more entitativity when the group members have frequent interaction and communication with each other (Johnson & Johnson, 2012).
3. **Social Identity.** According to the social identity approach, a group is a group when the members experience social identity—when they define themselves in part by the group that they belong to and feel good about their group membership (Hogg, 2010).

Read the rest of the article here:

<https://opentextbc.ca/socialpsychology/chapter/understanding-social-groups/>

Lesson 14. Social Animals

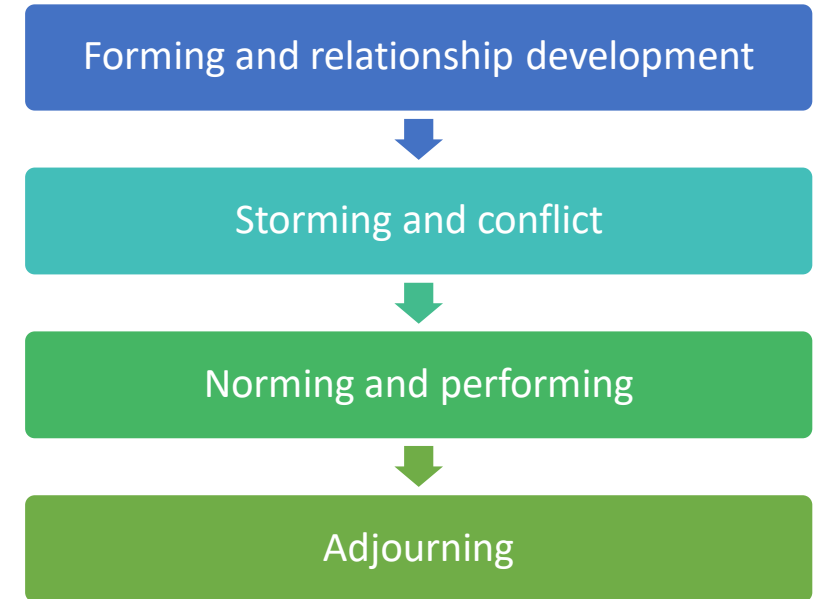
The Stages of Group Development

Although many groups are basically static, performing the same types of tasks day in and day out, other groups are more dynamic. In fact, in almost all groups there is at least some change; members come and go, and the goals of the group may change. And even groups that have remained relatively stable for long periods of time may suddenly make dramatic changes; for instance, when they face a crisis, such as a change in task goals or the loss of a leader. Groups may also lose their meaning and identity as they successfully meet the goals they initially set out to accomplish.

One way to understand group development is to consider the potential stages that groups generally go through. One widely used approach here is the model developed by Tuckman and Jensen (1977). As you can see in [Figure 10.3, “Stages of Group Development,”](#) the different stages involve

1. **Forming stage**
2. **Storming stage**
3. **Norming and Performing stage**
4. **Adjourning stage**

Keep in mind that this model represents only a general account of the phases of group development, beginning with forming and ending with adjourning, and will not apply equally well to all groups .



Read the rest of the article here:

<https://opentextbc.ca/socialpsychology/chapter/understanding-social-groups/>

Lesson 14. Social Animals

ANSWER THE QUESTIONS

1. Why can't we identify the people waiting in a checkout a social group?
2. Give an example of how people who are not connected can form a social group.
3. How are interaction and **interdependence** related?
4. Differentiate **inductive, prescriptive and proscriptive norms**.
5. What is **social identity**?

VOCABULARY

- A. an exclusive, typically small, group of people with a shared interest or identity.
- B. having or showing a dislike of or prejudice against people from other countries.
- C. lack of consistency or fixed pattern; liability to vary or change.
- D. regarded as collective representations of acceptable group conduct as well as individual perceptions of particular group conduct
- E. meet or find someone or something by chance.
- F. a way of dealing with something.
- G. relating to or possessing material existence.
- H. to be expected
- I. a reversal or check in progress.
- J. things in consecutive or logical order, or is following a certain prescribed order.
- K. the dependence of two or more people or things on each other.
- L. (of an event or circumstance) sudden and striking.
- M. (of a process or system) characterized by constant change, activity, or progress.
- N. to suspend indefinitely

1. **come across**
2. **no surprise**
3. **entitative**
4. **interdependence**
5. **xenophobic**
6. **ingroup**
7. **adjourn**
8. **sequential**
9. **social norms**
10. **dynamic**
11. **dramatic**
12. **approach**
13. **setback**
14. **variability**

Lesson 14. Social Animals

Socializing – Do's and Don'ts

Do's	Don'ts
Initiate Conversation Smile Enjoy your company Acknowledge randoms Dress the part Listen Converse, don't rant Keep eye contact Keep open body language Do stuff	Sit on your phone Ignore randoms Dwell on small talks Get blind Criticize Judge people Don't feel like you have to do anything.

Source: <https://www.lifhack.org/articles/communication/how-not-to-suck-at-socializing-dos-donts.html>

Lesson 14. Social Animals

Identify the errors in each sentence and modify to make it correct.

1. I use to spent a lot of time re-thinking and analyzing what I was about to say to make sure I wouldn't do a stupid thing and many times I would just remain silent.
A B C D
2. It's better to extend the last word a small bit or leave a brief pause then to stutter with words like 'um' 'like' and 'uhhh'.
A B C D
3. Call back to a conversation about what they might have been working or dealing about and see what progress they have made.
A B C D
4. When I speak to somebody for the first time at work and they ask what have I been up to at the weekend or something I would say I took my puppy to the park which could start the excited dog conversation.
A B C D
5. If you will train yourself to think that people want to be appreciated, you will learn to genuinely find them interesting, and they will want to engage with you when you steer the convo towards things both of you find interesting.
A B C D

Lesson 14. Social Animals

6. If they are interested in continuation conversation transition to more interesting topics.

A

B

C

D

7. Not only that but if you start acting aloof because your not truly listening people will start seeing you as a rude person, and start to avoid you.

A

B

C

D

8. For instance, when someone tells me about their plans for a future career, I always ask why are they keen on doing so or what inspired them to choose that path.

A

B

C

9. On a macro level, socialization ensures that we have a process through which the norms and customs of society is transmitted.

D

A

B

C

D

10. As societies ideas about race, class, and gender evolve, so will the forms of socialization that involve these identity markers.

A

B

C

D

Lesson 14. Social Animals

1. Compare some of the social groups that you belong to that you feel have high and low levels of entitativity. How do these groups differ in terms of their perceived similarity, communication, interdependence, and structure?
2. Describe a situation where you experienced role stress. What were the causes of that stress and how did it affect your performance in that role?
3. Think about a group that you belong to now, which is very important to you. Identify one prescriptive and one proscriptive norm for this group. How do you think that these norms help the group to function effectively? What do you think would happen if a group member violated those norms?
4. Consider groups that provide a particularly strong social identity for their members. Why do you think social identity is so strong in these groups, and how do you think that the experience of identity influence the group members' behavior?
5. Think about a group that you have been a member of for a long time. Which of Tuckman and Jensen's stages do you think that the group is currently in? Overall, how well do you think that their stage model helps to explain how this group has developed over time?

The End